RESEARCH ARTICLE / ARAŞTIRMA YAZISI

The Impact of Bibliotherapy training on Social-Emotional Skills, Reading Interest and Reading Motivation

Bibliyoterapi Eğitiminin Sosyal-Duygusal Beceriler İle Okuma İlgisi ve Okuma Motivasyonuna Etkisi

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Abstract:

The objective of this study is to examine the impact of bibliotherapy on the social-emotional skills, reading interest and reading motivation of psychological counselor candidates. The research is a quasi-experimental study and qualitative data were obtained in order to support the quantitative data. The study group consisted of 10 third year psychological counselor candidates studying in the Department of Guidance and Psychological Counseling at Near East University in the Spring Term of 2017-2018. In order to collect quantitative data, Social Skills Inventory, Adult Reading Motivation Scale and Reading Interest Scale were used and a structured interview form was employed to collect qualitative data. As a result of the study, it was determined that the post-test scores of the emotional sensitivity subscale of bibliotherapy training were significantly higher than the pre-test scores of the participants. In the study, it was concluded that there was a statistically significant difference between the pre-test and post-test scores obtained from the Adult Reading Motivation Scale and the recognition sub-dimension after bibliotherapy training. As a result of this study, bibliotherapy training was found to be effective, beneficial, useful and educational by the participants. In addition, according to the data obtained from the study, it was seen that the psychological counselor candidates stated that they would use the bibliotherapy technique when they become school counselors in the future.

Keywords: Bibliotherapy, Social-emotional skills, Reading interest, Reading motivation

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Öz:

Bu araştırmanın amacı, bibliyoterapi eğitiminin psikolojik danışman adaylarının, sosyal-duygusal becerileri ile okuma ilgisi ve okuma motivasyonuna etkisini incelemek ve psikolojik danışman adaylarının bibliyoterapi uygulamalarına ilişkin görüşlerini almaktır. Araştırma deneysel bir çalışma olup, çalışmada nicel verileri desteklemek amacıyla nitel veriler de elde edilmiştir. Araştırmanın çalışma grubunu, Yakın Doğu Üniversitesinde 2017-2018 Bahar Döneminde Rehberlik ve Psikolojik Danışmanlık bölümünde öğrenim gören 3. sınıf 10 psikolojik danışman adayı oluşturmaktadır. Araştırmada nicel verileri toplamak amacıyla Sosyal Beceri Envanteri, Yetişkin Okuma Motivasyonu Ölçeği ve Okuma İlgisi Ölçeği kullanılırken, araştırmanın nitel verilerini toplamak amacıyla yapılandırılmış görüşme formu kullanılmıştır. Araştırma sonucunda bibliyoterapi eğitiminin katılımcıların Sosyal Beceri Envanterinde yer alan duyuşsal duyarlılık alt boyutundan aldıkları son test puanlarının, ön test puanlarına göre anlamlı düzeyde yüksek olduğu belirlenmiştir. Çalışmada katılımcıların bibliyoterapi eğitiminden sonra Yetişkin Okuma Motivasyonu Ölçeği genelinden ve ölçekte yer alan tanınma alt boyutundan aldıkları ön test ve son test puanları arasında istatistiksel olarak anlamlı bir fark olduğu sonucuna ulaşılmıştır. Bu çalışma sonucunda bibliyoterapi eğitimi katılımcılar tarafından etkili, faydalı, kullanışlı ve eğitici bulunmuştur. Ayrıca araştırmadan elde edilen verilere göre, psikolojik danışman adaylarının bibliyoterapi tekniğini ileride okul psikolojik danışmanı olduklarında kullanacaklarını belirttikleri görülmüştür.

Anahtar Kelimeler: Bibliyoterapi, Sosyal-duygusal beceriler, Okuma ilgisi, Okuma motivasyonu

Introduction

Books and fairy tales are important for individuals to develop social-emotional skills. It is stated that one of the best experiences of an individual's life is when he/she learns to read and write (Rainfield, 2003). It is also stated that the individual voluntarily explores the world of tales, which allows him/her to discover the vast world in front of him/her (Karaköse and Karaköse, 2011). It is expressed that he/she can make his/her own choices in this world freely and can proceed to new adventures (Yılmaz, 2014). With the help of books, the individual will be able to learn everything that life has to offer, get to know people, develop new values for the future and begin to obtain new experiences (Forgan, 2002). By means of books and tales, individuals will be able to recognize and learn about their personality characteristics, emotions, and relations with their environment (Öner and Yeşilyaprak, 2006). It is stated that books heal people, offer many beneficial features, and open new paths to individuals, allowing them to see the events they experience differently (Wolpow and Askow, 2001). In addition, it is possible for individuals to understand their lives through what they read and to witness new experiences and reach new information (Rainfield, 2003). Recently, it has been stated that the impact of literature on the cognitive and emotional aspects of individuals is extremely high (Llosa and Fuentes, 2014). In the literature, it is emphasized that everything that an individual reads makes him / her think on the one hand and feel various emotions on the other (Felski, 2016). In this case, it is emphasized that in an environment involving interaction with intense art, individuals are inspired by what they read, are motivated to perform certain behaviors, cry, get excited, laugh, become happy, and experiences a plethora of emotions simultaneously (Öncü, 2012).

It is emphasized that while reading, individuals can see and understand that people are not alone in the world and that certain things to not happen to them alone. The individual enters the inner world of books and learns that the people around him may also face difficulties, joys, worries similar to those in their own life. He/she sees that these kinds of experiences are common among other people and they can share their experiences. In addition, it is learned that human beings can avoid the feeling of loneliness and that they are filled with desire, power and hope (Öner, 2007).

Stories contribute to finding the inner self, while also recognizing and learning the unknown and unimaginable solutions to their problems. The individual is able to see the world from other people's perspectives and realizes that different emotions may occur and at the same time eliminates the stereotypes that are embedded in events and experiences (Wilson, 2009). It is known that books that are of great value today as they help the individual to comprehend the state of being an individual, to see the depth of his/her problems, to discover his worries, stresses, sorrows, joys, as well as the things that do and do not interest him. It is stated that literature, which has the ability to mirror and reflect on life, makes it easier for individuals to comprehend the realities of their life, re-organizes their thoughts and emotions, and activates their creative power (Sever, 2004; Ülper, 2009; Grabe, 2010; Öncü, 2012; Llosa and Fuentes, 2014; Proust, 2016).

Bibliotherapy is defined as the use of books in the psychological counseling process in order to recognize the important needs of individuals, to gain awareness, and to help them improve (Cook, Earles, Vollrath and Ganz, 2006). It is seen that bibliotherapy is used effectively at different levels and in several areas when its historical development process is considered (Jones, 2006). Bibliotherapy "is a method used to meet the right individual with the right book at the right time, to understand the social-emotional problems of the person, to deal with the problems of adaptation to life, and to recognize the specific needs of the individual in the developmental period." (Öner, 2007). Passion for and interest in books is the most important element in the individual's self-recognition, discovery, socialization processes and for sustaining a conscious and healthy society. Therefore, in order to create a society that is passionate for and interested in books and acquires reading habits, children's interest in reading should be increased by starting from the fundamental period of education. In fact,

reading is a basic language skill that makes the greatest contribution to the cognitive, emotional and social development of the individual. Reading is an essential value that improves the world Lof the individual, makes a contribution to the shaping of his/her personality and connects him/her to other people. Although an individual is educated at school, this education is inadequate because he/she lives in a society that produces information. Therefore, books are essential for individuals to educate themselves (Keleş, 2006).

In the field of guidance and psychological counseling, the methods and measurement tools used thus far are standard and the importance of non-test techniques has not been thoroughly understood (Yavuzer and Karataş, 2015). It is thought that bibliotherapy training, which is applied by using literary works outside the standard techniques, will help the psychological counselor candidates to solve their problems and understand themselves from multiple perspectives, adapt to their environment, develop healthy selves, and learn positive interpersonal communication skills.

It is believed that this study will be important as an interdisciplinary research effort. Reading attitude is one of the benefits of language education; therefore, it can be said that this study will make significant contributions to the field of psychological counseling and language education.

As an original aspect of the study, the psychological counselor candidates who were included in the study group experienced the bibliotherapy technique for the first time. Another difference of the research is that it will enable the participants to take part in individual, group counseling and group guidance activities in educational institutions where they will work as psychological counselors in the future. In addition, it is thought that fairy tales and movies will be effective in assisting psychological counselor candidates with coping with problems by concretizing such problems and leading them to suitable solutions. The findings of the study are expected to indicate that the social-emotional skills, reading interest and reading motivation of psychological counseling candidates can be increased through bibliotherapy training. Likewise, the study can guide and assist researchers who conduct experimental studies using bibliotherapy training in the field of psychological counseling and guidance in the future. For this purpose, in the research process, the following quantitative dimensions were tested and the answers to the sub-problems related to the qualitative dimension were sought.

Hypothesis in the Quantitative Dimension of the Study
As a result of the bibliotherapy training realized in this study, the following hypothesis are developed concerning psychological counseling candidates:

There is a significant difference between the emotional expressivity skill pre-test and post-test scores in favor of the post-test scores.

There is a significant difference between the emotional control skill pre-test and post-test scores in favor of the post-test scores.

There is a significant difference between the emotional expressivity skill pre-test and post-test scores in favor of the post-test scores.

There is a significant difference between the social expressivity skill pre-test and post-test scores in favor of the post-test scores.

There is a significant difference between the social sensitivity skill pre-test and post-test scores in favor of the post-test scores.

There is a significant difference between the social control skill pre-test and post-test scores in favor of the post-test scores.

There is a significant difference between the total pre-test and post-test scores of social skills in favor of the post-test scores.

There is a significant difference between the pre-test and post-test scores of the psychological counselor candidates in favor of post-test scores.

Sub-Problems Related to Qualitative Dimension of Research
With regard to the bibliotherapy-assisted group guidance activities of psychological counseling candidates;

What are their opinions concerning the tales used?

What are their opinions with regard to the psychological counseling principles and techniques?

What are their opinions with regard to the social-emotional acquisitions?

What are the opinions of the psychological counselor candidates about the practices they would perform and change if they assumed the role of the instructor conducting the group guidance?

What are the opinions of the psychological counselor candidates regarding whether they plan to use the bibliotherapy technique when they become future school counselors?

What are the opinions of the psychological counselor candidates about the movies used in the bibliotherapy applications?.

Methods

A quasi-experimental study was performed. A single-group pre-test post-test pattern was used. "A quasi-experimental research design is the use of methods and procedures to make observations in a study that is structured similar to an experiment, but the conditions and experiences of participants lack some control because the study lacks random assignment, includes a pre-existing factor (i.e., a variable that is not manipulated), or does not include a comparison/control group. A one-group pretest-posttest design is a quasiexperimental research design in which the same dependent variable is measured in one group of participants before (pretest) and after (posttest) a treatment is administered." (Privitera and Ahlgrim-Delzell, 2019). Qualitative data were also obtained and the aim was to carry out an in-depth and detailed study. For this reason, a quasi-experimental model with a control group was not preferred and the researchers focused solely on the experimental study, the aim of which was to obtain and interpret both quantitative and qualitative data on the effectiveness of bibliotherapy training. In this study, a single-group pretest-posttest quasi-experimental pattern was used in order to determine whether there was a significant difference in favor of the posttest scores

between the pretest and posttest scores of the psychological counseling candidates obtained from the "social skills inventory", "reading interest" and "adult reading motivation" scales as a result of the bibliotherapy training. The qualitative data of the study were obtained based on the opinions of the participants in the quasi-experimental group regarding the bibliotherapy training applications.

Study Group

The participants of the study were 10 third year psychological counseling candidates who voluntarily selected the bibliotherapy training course in the Near East University Faculty of Education in TRNC in the Spring Semester of the 2017-2018 academic year. The purposeful sampling method was used to select the participants. In this sampling method, depending on the purpose of the research, information-rich situations can be selected and in-depth researches can be conducted (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2012). The participants were determined according to the analogous sampling method. In this sampling method, a subgroup of the universe with similar characteristics is selected (Büyüköztürk et al., 2012). Accordingly, it was determined that the participants were in the same class and had taken similar courses. In addition, the study group was selected for the purpose of accessibility and time as they were studying at the university where the researchers worked.

Quasi-Experimental Application Process

A twelve-week bibliotherapy training process was conducted with psychological counseling candidates. Two sessions were organized each week. One session was scheduled to last 60 minutes and the other session was planned to take 120 minutes. In the first session that took 60 minutes, psychological counselor candidates were shown short movies suitable for developing social emotional skills. In the second session, which was 120 minutes long, fairy tales were read to the counselor candidates and activities were conducted accordingly. Role-playing, psycho-drama, animation techniques and group-guided activities were performed in the fairy tale sessions. The psychological counseling candidates were shown short movies titled "Friendship (short animation)", "Self-confidence is standing on your own feet", "Trust", "Stand up and Never Give up", "Alfred and His Shadow (About Emotions)", "My Shoe", "Wave", "Prejudice", "A Different Viewpoint for Life", and "Face your Fear". In the tale sessions, the psychological counseling candidates attended group guidance activities titled "Shall we be friends", "Let us solve a problem", "March of confidence", "Our objectives", "Dice of emotion", "Mirror mirror", "Effective communication", "Things that make me mad", "Now and here" and "Our concerns". For more detailed information, the study conducted by Başarı, Latifoğlu and Güneyli (2018) can be consulted, which involved a pilot application process. In this study, unlike previous studies, short movies were used along with tales. The process of the study is added to the Appendix 1..

Data Collection Tools

The Social Skills Inventory, Reading Interest Scale and Adult Reading Motivation Scale were used to collect the quantitative data of the main study group in the study, while a Structured Interview Form was employed to collect the qualitative data of the research. Information about the data collection tools used in the research is given below:

Social Skills Inventory

The Social Skills Inventory-SSI was developed by Riggio (1986, 1989) and adapted to the Turkish language by Yüksel (1998). The Social Skills Inventory was prepared with the purpose of measuring basic social skills. The Social Skills Inventory measures social skills in six sub-dimensions, namely Emotional expressivity, Emotional sensitivity, Emotional control, Social expressivity, Social sensitivity, and Social control. The scale consists of 90 items in total (Yüksel, 2004). The reliability of the Social Skills Inventory was calculated separately using test-retest and internal consistency methods. The reliability coefficient for the total score was found to be $r = .92$ for the whole scale. The reliability coefficients obtained from the subscales ranged from $r = .80$ to $r = .89$ (Yüksel, 2004). The lowest and highest scores that can be obtained from the whole Social Skills Inventory are 90 and 450, respectively. In the sub-scales, a minimum of 15 and a maximum of 75 points can be obtained (Yüksel, 1998). In this study, r was calculated as 0.816.

Reading Interest Scale

The Reading Interest Scale was developed by Dökmen (1994). It is a Likert-type scale which consists of 21 items that each have 5 options. The scores of the individual items of the scale were summed to obtain the total score of the Reading Relation Scale. It was stated that the higher the score, the higher the interest. The scale is a 5-point Likert scale consisting of 21 items. In the present study, r was calculated as 0.905.

Adult Reading Motivation Scale

The Adult reading motivation scale was developed by Scuhutte and Malouff (2007). The validity and reliability analyses were conducted by adapting them into the Turkish language by Yildiz, Yildirim, Ates and Cetinkaya (2013). The scale consists of 4 factors and 21 items. These factors are "reading as part of the self", "reading proficiency", "reading for recognition", and "reading to do well in other realms". The arithmetic mean of the reading motivation levels is 3.44 for the self (reading as part of the self) factor, 3.49 for the proficiency factor, and 3.66 for the recognition factor. Internal consistency coefficients for each sub-dimension of the instrument were examined within the scope of the reliability studies. As a result of the analyses, the Cronbach's alpha reliability coefficients of the sub-factors were as follows: Self .82; Proficiency .60; Recognition .78; Other .64, Total (Adult Reading Motivation Scale) .86. The test-retest method, which is important in terms of the consistency of the scale over time, was determined among the factors. There was a significant relationship between $r = .79$ for the self-factor, $r = .80$ for the proficiency factor, and $r = .68$ for the recognition factor. Accordingly, the scale is considered to be a reliable tool (Yıldız, Yıldırım, Ateş and Çetinkaya, 2013). In this study, r was calculated as 0.705

Structured Interview Form

In the qualitative aspect of the study, an interview form was prepared by the researcher to obtain the opinions of the participants about the bibliotherapy training practices. In the preparation of the interview form, the opinions of both advisors and experts were consulted. The open-ended questions on the interview form are as follows:

With regard to bibliotherapy-assisted group guidance activities,

What do you think about the tales used?

What do you think about the principles and techniques of counseling?

What can you say about our social-emotional acquisitions?

What other practices would you perform if you assumed the role of the group-guiding instructor? What would you like to change?

Do you plan to use the bibliotherapy technique when you become a psychological counselor? Why?

What can you say about the movies used in the bibliotherapy applications?

Data Collection Procedure

The 'Bibliotherapy' elective course was conducted in the 2017-2018 Spring Semester. After the psychological counseling candidates voluntarily agreed to participate and the necessary information was given to them, the bibliotherapy application process was carried out within the scope of this course. The 'Social Skills Inventory', 'Reading Interest' and 'Adult Reading Motivation' scales prepared by the researcher were applied to the psychological counselor candidates as a pre-test. Then, bibliotherapy training was given in 12 sessions based on fairy tales and movies. At the end of the sessions, the 'Social Skills Inventory', 'Reading Interest' and 'Adult Reading Motivation' scales were again applied as a post-test and it was examined whether there was a significant difference between the pre-test and post-test scores of the students. At the same time, a structured interview form consisting of 6 open-ended questions was applied to evaluate the opinions of the counselor candidates about the bibliotherapy applications.

Data Analysis

The Wilcoxon signed rank test was used for the statistical analysis of the pre-test-post-test Social Skills Inventory, pre-test-post-test Reading Relation Scale and pre-post-test Adult Reading Motivation Scale scores of the participants of the study group. In the study, statistical analyses were performed with SPSS 21 program and statistical significance was accepted as $p < 0.05$. The content analysis method was used to analyze the data obtained from the psychological counselor candidates with regard to the bibliotherapy applications. "Content analysis is a method for analysing the content of a variety of data, such as visual and verbal data. It enables the reduction of phenomena or events into defined categories so as to better analyse and interpret them." (Harwood and Garry, 2003). Two of the content analysis techniques described by Bilgin (2006) were used. First of all, thematic analysis was made based on the qualitative data obtained. Then, it was revealed how often the themes were repeated and frequency analysis was carried out. For this purpose, qualitative data were presented by percentages. In addition, the opinions of the participants were given in the findings of each sub-problem. In order to ensure the reliability of the data analysis, two researchers separately coded an interview question (question 5) and consistency analysis was performed. In the consistency analysis, the 70% agreement coefficient of Miles and Huberman (1994) was taken into account. Accordingly, 21 codes emerged between the two researchers regarding the analysis of the 5th question, and agreement was achieved in 81% of the total number of codes (17 codes were common). Based on this result (a value above 70%), it can be said that the data analysis was carried out reliably..

Results

Quantitative research findings and qualitative research findings of the study group are presented respectively.
Quantitative Research Findings of the Study Group

Table 1. Comparison of Pre-Test and Post-Test Social Skills Inventory of Psychological Counselor Candidates

		n	Rank mean	Rank sum	Z	p
Emotional Expressivity	Negative ranks	1	8.00	8.00		
	Positive ranks	7	4.00	28.00	-1.409	0.159
	Equals	2				
Social Expressivity	Negative ranks	5	5.50	27.50		
	Positive ranks	5	5.50	27.50	0.000	1.000
	Equals	0				
Emotional Sensitivity	Negative ranks	1	6.50	6.50		
	Positive ranks	9	5.39	48.50	-2.149	0.032*
	Equals	0				
Social Sensitivity	Negative ranks	3	6.00	18.00		
	Positive ranks	7	5.29	37.00	-0.984	0.325
	Equals	0				
Emotional Control	Negative ranks	5	5.70	28.50		
	Positive ranks	5	5.30	26.50	-0.103	0.918
	Equals	0				
Social Control	Negative ranks	6	5.83	35.00		
	Positive ranks	4	5.00	20.00	-0.769	0.442
	Equals	0				

		n	Rank mean	Rank sum	Z	p
Social Skills Scale in General	Negative ranks	5	3.00	15.00	-1.275	0.202
	Positive ranks	5	8.00	40.00		
	Equals	0				

When Table 1 was examined, it was found that there was no statistically significant difference between the pre-test and post-test scores of the psychological counselor candidates included in the study from the overall social skills inventory and from the emotional expressivity, social expressivity, social sensitivity, emotional control and social control sub-dimensions (p> 0). , 05). It was found that there was a statistically significant difference between the scores obtained from the emotional sensitivity sub-dimension of the social skills inventory (p <0.05). The final test scores of the participants from the sensitivity sub-dimension were significantly higher than their pre-test scores.

Table 2. Comparison of Pre-test and Post-test Reading Interest Scale Scores of Psychological Counselor Candidates

		n	Rank mean	Rank sum	Z	p
Reading Interest Scale	Negative ranks	3	6.83	20.50	-0.237	0.813
	Positive ranks	6	4.08	24.50		
	Equals	1				

* p < .05. **p < .001

When the Wilcoxon results regarding the comparison of the pre-test and post-test reading relevance scores of the participants given in Table 2 were examined, it was found that there was no statistically significant difference between the pre-test and post-test scores of the participants (p> 0.05).

Table 3. Comparison of Pre-Test and Post-Test Adult Reading Motivation Scale Scores of Psychological Counselor Candidates

		n	Rank mean	Rank sum	Z	p
Reading as part of oneself	Negative ranks	2	3.75	7.50	-1.479	0.139
	Positive ranks	6	4.75	28.50		
	Equals	2				
Proficiency	Negative ranks	4	3.50	14.00	-1.385	0.166
	Positive ranks	6	6.83	41.00		
	Equals	0				
Recognition	Negative ranks	0	0.00	0.00	-2.546	0.011*
	Positive ranks	8	4.50	36.00		
	Equals	2				
Reading for success in other fields	Negative ranks	3	4.50	13.50	-1.438	0.150
	Positive ranks	7	5.93	41.50		
	Equals	0				
Adult reading motivation scale in general	Negative ranks	1	6.00	6.00	-2.191	0.028*
	Positive ranks	9	5.44	49.00		
	Equals	0				

It was found that there was no statistically significant difference between the scores of the psychological counselor candidates included in the study, reading scores for reading, proficiency and other areas of achievement as part of the adult reading motivation scale (p> 0.05). There was a statistically significant difference between the pre-test and post-test scores of the participants in the adult reading motivation scale and the recognition subscale (p <0.05). The final test scores of the participants from the reading motivation scale and the recognition subscale were found to be significantly higher than the pre-test scores.

Qualitative Research Findings of the Study Group
In the bibliotherapy-assisted group guidance activities of the psychological counselor candidates, 16 opinions were given in response to the question "What are your opinions about the tales used?".

Table 4. Opinions of Psychological Counsellor Candidates about Tales Used in Bibliotherapy

Opinions	Number (f)	Percentage (%)
Very meaningful	2	12,5
Thought-provoking	2	12,5
Contains beautiful messages	2	12,5
Beautiful	2	12,5
Based on real life	2	12,5
Didactical	1	6,25
Instructive and guiding	1	6,25
Appropriate for our age	1	6,25
Helping one to gain strength	1	6,25
Useful in education activities	1	6,25
Helps us to know ourselves	1	6,25
Total	16	100

These opinions were as follows: "very meaningful", "thought-provoking", "contains beautiful messages", "beautiful", "based on real life", "instructive and guiding", "appropriate for our age", "helping one to gain strength", "useful in education activities "and "helps us to know ourselves". The opinions of the counselor candidates who participated in the study were as follows:

"They were completely life-oriented and helped us draw lessons." (K1)

"They are thought-provoking, meaningful and beautiful tales." (K2)

"It was nice. It was suitable for our age." (K3)

"The fairy tales used are told based on real life, making one laugh at some places and think at others." (K4)

With regard to the question "What are the opinions of the counselor candidates about the principles and techniques of counseling in bibliotherapy assisted group guidance activities?" 11 opinions were received.

Table 5. Opinions of the Psychological Counsellor Candidates about Principles and Techniques of Counselling

Opinions	Number (f)	Percentage (%)
Appropriate technique	2	18,18
Solution-oriented	2	18,18
Self-exploration-oriented	1	9,09
Focused on mutual conversation	1	9,09
Lawful	1	9,09
Allowing self-realization	1	9,09
Useful in client-counsellor relationship	1	9,09
Useful for asking questions, empathy and confrontation	1	9,09
Suitable to reflect emotion and content	1	9,09
Total	11	100

The opinions of the psychological counselor candidates about the techniques were as follows: "appropriate", "solution-oriented", "self-exploration-oriented", "focused on mutual conversation", "lawful", "allowing self-realization", "useful in client-counselor relationship", "useful for asking questions, empathy and confrontation" and "suitable to reflect emotion and content". Below are the details of the opinions of the psychological counselor candidates:

"I think that the principles and techniques used in bibliotherapy are solution-oriented and suitable for self-discovery." (K2).

"Bibliotherapy should be used for consultant-client relationships. In fact, I think that the consultant can write a fairy tale about the client's problem and solve it with a fairy tale." (K4).

"Psychological relief takes place through fairy tales and movies. If the correct psychological counseling techniques are used in bibliotherapy, it can contribute to the development of the person." (K6).

With regard to the question "what are the opinions of the counselor candidates about social-emotional gains in bibliotherapy-supported group guidance activities?" 14 opinions were obtained from the psychological counselor candidates.

Table 6. Opinions of Psychological Counsellor Candidates About Our Social-Emotional Acquisitions

Opinions	Number (f)	Percentage (%)
Being socially active	3	21,43
Recognizing one's emotions	2	14,29
Confronting one's problems	1	7,14
Exploring and realizing oneself	1	7,14
Being outgoing and talkative	1	7,14
Being able to see life from a different perspective	1	7,14
Being solution-oriented	1	7,14

Become a more thoughtful person	1	7,14
Agreeing with one's friends	1	7,14
Finding yourself in fairy tales	1	7,14
Emotional	1	7,14
Total	14	100

These opinions were as follows: "being socially active", "confronting one's problems", "recognizing one's emotions", "exploring and realizing oneself", "being outgoing and talkative", "being able to see life from a different perspective", "being solution-oriented", "agreeing with one's friends". Below are the details of the opinions of the psychological counselor candidates:

"It has helped us to be more socially active, contributing to discovering ourselves emotionally and realizing ourselves." (K1).

"I am more sociable and talkative in my communication with people. I started seeing life through a different window. I have learned to be solution-oriented with regard to my problems." (K2).

"Fairy tales used in bibliotherapy provided guidance about real life." (K4).

"In terms of social gain, I have experienced agreeing on some issues with my friends. My emotional achievement is sometimes found in fairy tales. I put myself in the character's place and thoughts." (K7).

Thirteen opinions were provided with regard to the question "what are the opinions of psychological counselor candidates about the practices that they would do and change if they were in the place of the instructor who conducted the group guidance?".

Table 7. The Opinions of the Psychological Counsellor Candidates about the Practices That They Would Do and Change If They Were in the Place of the Instructor

Opinions	Number (f)	Percentage (%)
Everything was as it should be (I wouldn't change)	4	30,77
Extra-class activities should be organized	2	15,38
Making different and beautiful activity	2	15,38
Reinforcing what is learned through stories with activities	1	7,69
Examination of emotions through out-of-class activities	1	7,69
Materials used should be more diversified	1	7,69
More attention could be paid to group interaction	1	7,69
More tales with real life examples could be used	1	7,69
Total	13	100

"Everything was as it should be (I wouldn't change)", "extra-class activities should be organized", "materials used should be more diversified", "more attention could be paid to group interaction" and "more tales with real life examples could be used" were the answers received. Below are the details of the opinions of the psychological counselor candidates:

"I think everything was as it should be. The activities were very different and beautiful. We reinforced what we learned through stories." (K2).

"I would organize extra-class activities. I would examine what emotions would emerge there." (K3).

"I would just increase the materials." (K4).

"I couldn't have done more. At the end of the process, we liked bibliotherapy, it allowed us to know ourselves and had a positive impact on our lives." (K7).

Twenty-one opinions were received with regard to the question "What are the opinions of psychological counselor candidates about whether they would consider using the bibliotherapy technique when they become school counselors in the future?".

Table 8. Opinions of the Psychological Counsellor Candidates about Using Bibliotherapy Technique When They Become School Counsellors in the Future

Opinions	Number (f)	Percentage (%)
Yes I will use it	10	47,62
It helps the individual to know herself better	2	9,52
It is useful	2	9,52
It is life-oriented and it is a technique suitable for solving problems	1	4,76

We can use it in all classroom activities in all areas of life.	1	4,76
It has been demonstrated that it is an enjoyable technique	1	4,76
Provides confidence	1	4,76
Contributes to the development of the individual	1	4,76
Fun technique	1	4,76
A technique with high social power	1	4,76
Total	21	100

The majority of the psychological counselor candidates who attended the study gave the answer "yes I will use it". As justification, they said "it is useful because it is life-oriented, and it is a technique suitable for solving problems". In addition, it has been demonstrated that it is an enjoyable technique, which provides confidence and contributes to the development of the individual. The opinions of the counselor candidates regarding the question are as follows:

"Yes. Because this course is oriented towards life and it is a suitable technique to solve our problems." (K1).

"When I become a psychological counselor in the future, I will apply the bibliotherapy technique because it helps the individual to know himself better." (K5).

"Of course, fairy tales and stories are very meaningful and very beautiful. They are very important in finding one's self." (K6).

Table 9. Opinions of the Psychological Counsellor Candidates about Movie Processes

Short films	Opinions
Friendship short animation	-Friendship aims to value each other's understanding
Self-esteem is standing on your own feet	-Confident people improve themselves in all areas -Courage, self-confidence and truth must be instilled in everyone.
Trust	-Perception of the importance of mutual trust, love, protection, commitment, possessiveness, supportive and accepting status in friendships
Stand up and Never Give up	-There's always a way out when they give up hope -Despite all the negativities, life can go on - Not to give up on the problems encountered - Families and friends are the most motivating force in their life with the difficulties they face
About Alfred and Her Shadow Emotions	-Our emotions direct us in our lives -Our emotions affect our behavior
My Shoes	-Every person should know the importance of their values and characteristics. -We should know the value of our own life -Our life may be someone else's dream
Wave	-Doing good deeds and benevolence without expecting anything in return -The good we do will come back to us one day
Prejudice	-We should not be prejudiced against anyone -Approaching with prejudice can lead us to irreversible regrets
A Different Perspective on Life	-How you look at life is how you see it -Seeing life from different angles
Face Your Fear	-That we have to face our fears and move on

The psychological counselor candidates stated that in the short movie "Friendship" which was a part of the bibliotherapy applications, they learned that friendship is about valuing each other. They claimed that in the "Self-esteem is standing on your own feet" movie, they observed that people with self-esteem will improve themselves in every area and that everyone should have courage, self-esteem and righteousness. With regard to the movie titled "Trust" that the participants watched, they concluded that mutual trust, love, protectionism, commitment, being possessive, supportive and acquiescent are essential in friendship relations. In the short movie titled "Stand up and Never Give up", the psychological counselor candidates emphasized that whenever they lost hope, there would be

a way out, that life would continue despite their problems, that one should never give up in the face of such problems, and that family and friends were the most motivating forces when trying to overcome these difficulties.

Discussion

At the end of the bibliotherapy training, it was seen that there was a statistically significant difference between the candidates' scores of the emotional sensitivity sub-dimension in the social skills inventory. Herbert and Furner (1997) emphasized that the bibliotherapy technique also makes it possible to support emotional and social development. Herbert and Kent's study (2000) indicated that preventing social and emotional problems as well as

presenting information in case of future problems and situations is possible with the bibliotherapy technique.

There was no statistically significant difference between the pre-test and post-test scores of the psychological counselor candidates in the study. It was observed that the reading interest of the counselor candidates did not increase after receiving bibliotherapy training. İlter's study (2015) titled "The impact of bibliotherapy on the perfectionism of gifted children" revealed that some of the children did not like the selected books. The suggestion that more realistic stories should be used indicates that not all tales are liked. It was also noted that a longer period is needed to develop reading interest.

In the study, it was found that there was a statistically significant difference between the pre-test and post-test scores of the psychological counselor candidates received from the adult reading motivation scale and the recognition subscale. After receiving bibliotherapy training, it was revealed that the participants improved in terms of being recognized (or known) as a good reader. This shows that bibliotherapy training is effective in increasing the external motivation of the participants in the reading process. Wang and Guthrie (2004) criticized this situation and stated that when students were motivated to read externally, they did not read because of their interest, but reasons such as achieving high grades or showing off to others.

In this study, the participants expressed that the fairy tales contained nice messages and that they were chosen based on real life. In her study titled "Use of the bibliotherapy method in schools for psychological counseling and guidance", Öncü (2012) stated that the bibliotherapy method shifted the interests and thoughts of the students to the worlds of different people from their own worlds and therefore enabled the students to develop different thinking and problem-solving strategies. This coincides with the findings of this study that bibliotherapy helps to develop different opinions, that the opinions of individuals shift from their own world to the worlds of others, and that psychological counselor candidates find tales thought-provoking and based on real life experiences. The participants emphasized that the tales used in the bibliotherapy-assisted group guidance activities were didactic, guiding, appropriate for their age, helped them to gain his/her strength, useful in education process, and designed to help children know themselves better. Johnson, Wan, Templeton, Graham, and Satter (2000) emphasized that the stories, memories and tales used in bibliotherapy should be employed as educational intervention tools. Yavuz (2002), on the other hand, examined the educational functions of tales in detail. Karagöz (2015) underlined that bibliotherapy can be used functionally in educational processes. Therefore, fairy tales of high quality are among the most important tools of the bibliotherapy technique. Thus, it may be possible to positively affect students who have behavioral or psychological difficulties.

It is emphasized by Ilıcak and Bal (2019) that fairy tales are good for human psychology and that the link between fairy tales and psychology is undeniable. In their study titled "Investigation of the impact of fairy tale therapy on the social communication skills of kindergarten students" Ilıcak and Bal (2019) stated that fairy tales are an educational and entertaining genre that directs the life of the reader / listener and directs the child to goodness.

The participants in this study stated that the criteria used in bibliotherapy should be appropriate for the age of the listeners / readers. A similar view was put forward by Pardeck and Markward (1995), emphasizing that not only the chronological age of the child, but also the emotional age are important in the selection of the book.

In this study, the psychological counselor candidates stated that appropriate and solution-oriented counseling techniques were used in bibliotherapy supported group guidance activities. Öncü (2012) also stated that psychological counselors offer books to clients with serious developmental problems to read at home. In this context, it can be said that bibliotherapy is used in problem solving during the counseling process. Likewise, in this study, self-exploration, being mutual conversation-based, being lawful, allowing one's self-realization, being useful in client and counselor relations, being useful for asking questions, empathy and confrontation, and being useful for reflecting emotions and contents were mentioned as techniques used in the bibliotherapy process,. Gladding and Gladding (1991), on the other hand, considered bibliotherapy as a convenient method for using different principles and techniques of counseling in the process of counseling.

In this study, psychological counselor candidates mentioned gains such as being socially active, being in agreement with friends, and being more sociable in communication. There are several studies in the literature that show bibliotherapy produces gains such as raising awareness about oneself and others (Öner, 2007; Jackson and Nelson, 2002; Semerci, 2018). Bulut (2010) emphasized that the bibliotherapy method is an effective tool for classroom teachers to teach children proper values such as social behavior, friendship relations, and helping others. In this study, psychological counselor candidates stated that bibliotherapy provides tools for confronting problems, helps individuals to discover themselves emotionally, and that there are social-emotional gains such as being solution-oriented. In terms of the gains of bibliotherapy, many research articles have indicated that it is possible to develop alternative solutions, to recognize and realize oneself, to adapt to different and new situations, and to help to face the problems that may be encountered (Higgins, McKevitt and Wolfe, 2005; Jackson and Nelson, 2002; Kaywell, 2004; Baumeister, Campbell, Krueger and Vohs 2003).

In the study, it is also seen that the participants declared that if they were in the place of the researcher who conducted the group guidance (instructor), they would perform the same practices without making any change. The first practice that the participants would perform if they were in the place of the instructor would be to organize extra-class activities. In addition, different suggestions were made such as increasing the number of materials, paying more attention to group interaction, and using tales which include more examples from real life. Heath, Sheen, Leavy, Young and Money (2005) also stated that it is important to have drawings that will enable the individual to have fun in bibliotherapy applications, that the subject of the book and the environment in which the story takes place should have common points with the individual's own past. The findings of this study are in line with the opinions of the participants who expressed that real-life examples can be given.

As another result of the study, it was found out that all participants planned to use the bibliotherapy technique when they become school counselors in the future. When the opinions of the participants are evaluated, it is seen that the bibliotherapy technique helps the individual to know himself, is useful, is fun, is oriented towards life, and will be used in the future because they think it is a suitable technique to solve problems. The opinion that bibliotherapy was useful and fun that was obtained in the study is in agreement with the findings of the study conducted by Higgins, McKevitt and Wolfe (2005) on paralyzed patients who were hospitalized in London, where they performed reading in order to entertain the patients, provide them emotional support, and encourage them to respond to treatment.

L'Esperance and White (2006) also emphasized that bibliotherapy can be used individually or in groups in both school and clinical settings, and is often useful in children's understanding of others and improving their social skills in classroom or small group settings. Lucas and Soares (2013) stated that the bibliotherapy technique was effective in increasing the psychological well-being of children positively. They also stated that practitioners could read a book with the child and then create a role play based on the chain of events in the book. However, when the practitioners created a discussion environment for the chain of events that took place in the book in various ways such as painting after reading books in a group environment, they stated that this technique was beneficial for supporting the social development of children. The results of these studies support the views of the participants in this study.

It is seen that each movie used in the study has a positive effect on the social and emotional skills of the psychological counselor candidates. In their study, Özcan, Oflaz and Durukan (2010) pointed out the importance of using problem-solving book characters as well as activities supporting problem solving skills. They stated that it was effective in expressing emotions and helping the individual to cope with problems by using art, drama, play and movie watching techniques. Öner (1987) stated that in bibliotherapy studies, autobiographic and informative books, movies and documentaries are used. It is also emphasized that the bibliotherapy technique can inspire cinematherapy using similar techniques (Aka and Gençöz, 2010).

The lack of a placebo group in the semi-experimental dimension of the study and the absence of a monitoring study were accepted as limitations in this study. Despite this limitations, obtaining and interpreting qualitative data in the study was accepted as a positive aspect.

Recommendations

Recommendations regarding the results of the study can be listed as follows: According to the results of the study, bibliotherapy training is recommended to be carried out in universities because it is beneficial, useful and educational. In the scope of this research, based on the opinions of the participants, it is recommended that the materials in bibliotherapy applications are increased and applied in different places outside the classroom. There was no significant difference in reading interest within the scope of this research. This is thought to be due to the fact that fairy tales were not chosen in accordance with the interests of the students. In future bibliotherapy studies, it is recommended that students choose fairy tales appropriate to their area of interest in order to improve reading interest. In new studies to be conducted in this field, bibliotherapy training is recommended to be conducted with students in primary and secondary schools in addition to the university level.

Declarations

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